

**HOLY  
TRINITY**

C.E. PRIMARY ACADEMY (HANDSWORTH)

# **POSITIVE BEHAVIOUR POLICY**

**Approved by:** LAB

**Date:** October 2024

**Last reviewed on:**  
October 2024

**Next review due by:** October 2025

**POSITIVE BEHAVIOUR POLICY**

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School Vision

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29:11

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Through our curriculum and care our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals, seeking ‘hope and a future’ for themselves and others.

**1 THE AIMS OF THE POLICY**

- 1.1 To promote spiritual, moral, social and personal development.
- 1.2 Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

- 1.3 Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- 1.4 Outline the expectations and consequences of behaviour
- 1.5 Provide a consistent approach to behaviour management that is applied equally to all pupils
- 1.6 Define what we consider to be unacceptable behaviour, including bullying and discrimination

## **2. Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## **3. Definitions**

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules

- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### **4. Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy, which can be found on our website.

## **5. Roles and responsibilities**

### **5.1 The Local Academy Board**

The Local Academy Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **5.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **6. School behaviour curriculum**

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

We have three school rules:

Listen

Learn

Respect

Details can be found in appendix 2

### **6.1 Mobile phones**

Only Year 6 pupils are allowed to bring mobile phones into school. They are to be turned off when they enter the school site and they are to be passed to the class teacher when they enter the classroom.

## **7. Responding to behaviour**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the school rules in their classroom and a behaviour ladder
- › Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

Please see appendix 3

### **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.



Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information, which can be found on our website.

### **7.3 Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to prevent further behaviour issues arising, such as the use of prearranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Please see appendix 4.

### **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **7.6 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **7.7 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **7.8 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher, Deputy Headteacher or Pastoral Manager will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.9 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

### **7.10 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy [insert if you have a standalone policy for allegations against staff: and a statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

In serious cases, one of the following sanctions may be necessary:

- Isolation at play/lunchtime. This occurs as a sanction when a child has behaved in an unsafe manner during a play/lunchtime. This time spent in isolation with a member of staff will encourage them to reflect on their behaviour and how it can be improved.
- Lunchtime exclusion. If a child is persistently disruptive at lunchtimes, we may need to exclude them for the lunch period. During this time they will be required to be picked up by their parent/carer and returned to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
- Fixed term suspension. At times it may be necessary to suspend a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
- Permanent exclusion. This would only occur when all interventions for support have been exhausted and staff believe that Holy Trinity CE Primary Academy is unable to further meet the pupils needs.

Please see our suspension and permanent exclusion policy.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- › If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This might include:

- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- › Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in the sight of the teacher
- › Training for staff to understand conditions such as autism

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Whether the pupil was unable to understand the rule or instruction?
- › Whether the pupil was unable to act differently at the time as a result of their SEND?
- › Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include:

- Reintegration meetings
- Direct work with the Pastoral Manager

### **11. Pupil transition**

#### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

#### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **12. Monitoring arrangements**

#### **12.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves

The data will be analysed every term by the Pastoral Manager

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

## **12.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and Local Academy Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the Local Academy Board.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Suspension and permanent exclusion policy

Appendices:

Appendix 1 OUR CODE OF CONDUCT

Appendix 2 OUR SCHOOL RULES

Appendix 3 PROMOTING ACCEPTABLE BEHAVIOUR

Appendix 4 DISCOURAGING UNACCEPTABLE BEHAVIOUR

**Appendix 1**

**HOLY TRINITY C. E. PRIMARY ACADEMY**

**OUR CODE OF CONDUCT**

**Everyone** has the right to:

- feel safe everywhere
- be accepted, recognised and valued as a unique individual
- be treated with respect and kindness
- be able to work hard and do their best at all times
- be able to express their feelings and opinions politely
- be happy
- be trusted

This means that **everyone** will have to:

- try to be friendly and kind to others
- treat others as they wish to be treated
- respect and care for all other children, all adults, their property and the school
- be honest, polite and always tell the truth
- listen to others and respect their point of view

**EVERYONE IN OUR SCHOOL HAS THE RIGHT TO BE HAPPY AND SAFE**



## **Appendix 2**

### **HOLY TRINITY C.E. PRIMARY ACADEMY**

The staff and children have worked together and agreed on three School Rules. Parents have also been consulted. The rules are consistently and fairly applied by all the staff to encourage the children to build up their own self-discipline.

#### **OUR ACADEMY RULES**

Holy Trinity C.E. Academy has three simple and clear rules for pupils. They are:

1. Listen
2. Respect
3. Learn

There are also rules for the Teachers and Support Staff. These are:

- praise positive behaviour and achievement
- reward positive behaviour which is above and beyond expected behaviour
- always impose sanctions automatically when children break the rules after an initial warning has been given

These rules are clearly displayed in all classrooms and corridors.

#### **OUR STATEMENT OF VALUES**

Our Academy will promote honesty, fairness and courtesy and promote caring, co-operative behaviour.

All teachers in our Academy have a right to teach and all pupils have a right to learn.

## **Appendix 3**

### **HOLY TRINITY C.E. PRIMARY ACADEMY**

#### **PROMOTING ACCEPTABLE BEHAVIOUR**

Holy Trinity C.E. Primary Academy uses a Positive Behaviour Policy.

Each classroom has a Behaviour Ladder. Every day all children start at the middle of the Behaviour Ladder. Each child is rewarded for good behaviour, above what is expected, or good work. Each time a child gets moved up the Behaviour Ladder they are rewarded with a Classroom Dojo point. When a child reaches the top of the Behaviour Ladder (3 rungs) they are given a raffle ticket which goes into their class Raffle Box. At the end of the week the child who has the most Classroom Dojo's from each class is awarded a prize from their class prize box and their achievement is celebrated during Merit Assembly. Raffle tickets are put into the class Raffle Box. One raffle ticket is drawn from each class Raffle Box at the end of every half-term and that child has 'High Tea' with SLT, with all of the class winners along with the winners from all the other classes. That child will also receive a 'Golden Ticket' which enters them into the end of year 'Golden Prize'.

Every child will be placed in a 'House Team' as they enter the Academy. Every time a child receives a Dojo this will also be a point for their House Team. House Teams will be used for a variety of different competitions throughout the year. House points will be counted for each week on a Friday and shared with the children during Worship Assembly on a Monday. The winning house for each half-term will receive a small prize and the correct colour ribbons will be added to the House Cup.

Within each classroom a class target can be negotiated for an aspect of behaviour e.g. good lining up, not shouting out etc. The target will be displayed for the whole class and rewarded with a cube in the jar. A prize for filling the jar with cubes will be negotiated with the class.

We can also reward the children in the following ways:

- Giving praise and encouragement
- Showing work to the class, to another adult, teacher, Deputy Headteacher or Headteacher
- Positive feedback given relating to learning objectives and pupil effort

- Table points

## **Appendix 4**

### **HOLY TRINITY C. E. PRIMARY ACADEMY**

#### **DISCOURAGING UNACCEPTABLE BEHAVIOUR**

Throughout the year pupils and parents will be reminded about the school rules. Failure to meet the school rules will lead to sanctions; these sanctions are hierarchical and are designed as a positive step towards more socially acceptable behaviour.

Each classroom has a Behaviour Ladder. Every day all children start at the middle of the Behaviour Ladder. They can move up the rungs of the ladder when they display behaviour that is above 'the norm'. However, if they cause low-level disruption they will move down the ladder.

Moved down to the 1<sup>st</sup> rung of the ladder - Warning

2<sup>nd</sup> rung of the ladder - Thinking Space (within the classroom)

3<sup>rd</sup> rung of the ladder - Time out

Time out will be for a 10 minute period in a partner class. Children that are sent on a time out must be sent with a 'Time Out Sheet' which they MUST complete. The 'Time Out Sheet' will be taken by the child to 'Reflection Time' during the next morning play time. Reflection time will be run by a member of SLT.

After the 10 minutes the child will return to class and return to the last but one rung on the ladder and be encouraged to move back up the ladder. If they continue to misbehave in the same day they will be given a 2<sup>nd</sup> 'Time Out Sheet' and sent to a Phase Leader.

**SEVERE CLAUSE** - CHILDREN WHO PUT THEMSELVES OR OTHERS IN DANGER WILL BE REFERRED IMMEDIATELY TO THE HEADTEACHER or the DEPUTY. A member of staff MUST accompany the children and explain why they have been referred to SLT. **It will then be the decision of a member of the Senior Leadership Team to apply an appropriate sanction in line with the severity of the situation. This may include exclusion, loss of privileges, loss of playtime, school trips etc. At this point the member of SLT will complete the appropriate paperwork.**

Behaviour Policy: Levels 1-5

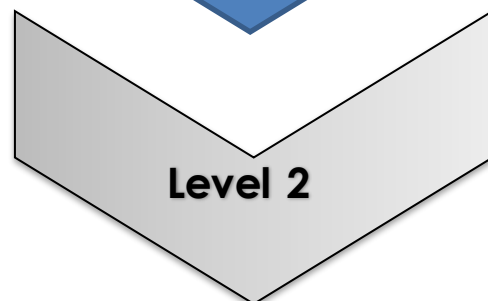
Child's name:

Dates



**1. Time Out**  
 Your child has received at least 2 time out sheets for not following school rules within a half term. A meeting with your child's class teacher will take place to discuss their behaviour.

Dates



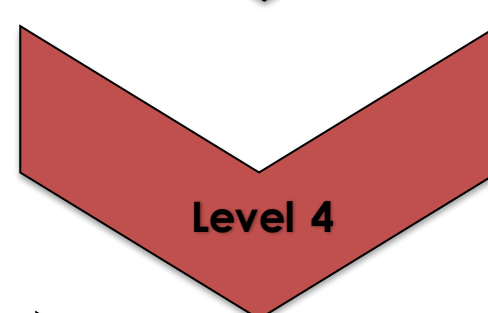
**2. Report**  
 Your child has received 3 time out sheets within a half-term. A meeting will take place with your child's class teacher, Phase Leader and Inclusion Manager to place your child on a Behaviour Report. A date will be put in place to review at a 3 week period.

Dates



**3. Senior Leadership**  
 In the event that your child's behaviour is not consistently improving your child will be referred to SLT and Inclusion Manager and you will be required to attend a meeting to discuss further interventions. This will result in an internal exclusion between ½-3 days. We reserve the right to move straight to Level 3 for serious misconduct in school (e.g. physical

Date



**4. Governing Body Panel**  
 A meeting with the Governing Body Panel will take place (parents are required to attend with your child). This could possibly result in a fixed-term exclusion.

Date



**5. Exclusion**

Your name: .....

Today's date: .....

# Think it Through!

What happened?



I feel:



Sad



Angry



Confused



Silly



Happy



Frustrated



Surprised



Embarrassed



Worried



Bored



Excited



Hurt

Which rule did I break?








Next time I can / will ...



Your name: .....

Today's date: .....

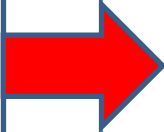
<p><b>Learn</b></p>  <p><b>Respect</b></p>	<p><b>Calm Down</b></p>  <p><b>Ask for help</b></p>	<p><b>Play nicely</b></p>  <p><b>Stop and Think</b></p>	<p><b>Apologise</b></p>  <p><b>Walk Away</b></p>
 <p>Teacher's Notes:</p>			

## Reflection Notes

When I did this,

This happened:

Empty box for reflection notes.



Empty box for reflection notes.

Next time, I will ...

Empty box for writing 'Next time, I will ...'



**CONTRACT**

Next time, I will make better choices.

Pupil's signature \_\_\_\_\_ Date \_\_\_\_\_

Senior Leader's signature \_\_\_\_\_ Date \_\_\_\_\_

Class: .....

Date: .....

**READ THIS FIRST:**

1. You have been given reflection time from the class to think about your behaviour and where it is taking you.
2. It is your job to work with your teacher on how to make better choices for the future.

**YOUR JOB NOW IS TO:**

1. Complete this sheet.
2. Discuss what you have written with a member of the Senior Leadership Team and agree how you plan for future POSITIVE behaviours in school.

# Reflection Sheet



During ..... (Class / Break / Lunch) I made the following choice

.....

.....

.....



**I made this choice because I wanted...**

<input type="checkbox"/> ... attention	<input type="checkbox"/> ... control	<input type="checkbox"/> ...to get out of doing the work	<input type="checkbox"/> ... to get even or for revenge
<input type="checkbox"/> ... to talk to a teacher	<input type="checkbox"/> ... to challenge a teacher	<input type="checkbox"/> ... to be heard by an adult in school	<input type="checkbox"/> ... to cause a problem

Other (please say what) .....



**What were you feeling?**

Sad	Angry	Confused	Silly	Happy	Frustrated
Surprised	Embarrassed	Worried	Bored	Excited	Hurt

Who else was affected by your choice? .....

My choice affected my learning because .....

and the learning of others because .....









Did you use a coping strategy? Yes  No

If 'Yes', can you think of a reason this didn't work? .....

If 'No', which one could you have tried?

Take 3 deep breaths	Ignore	Count backwards
Move somewhere else	Self-talk	Do something else



 Think calm thoughts	 Talk to an adult	 Chill - Take a break
 Use a Talk Token	 Ask for help	 Speak to Peer Mediators



List three things you will do or think to ensure the choice you make the next time has a more positive outcome.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Student signature: ..... Date: .....

Senior Leader signature: ..... Date: .....